DOCUMENT RESUME

ED 254 299 PS 014 475

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TITLE A Comparison of Discipline Techniques of Daycare and Nondaycare Parents.
PUB DATE Apr 84
NOTE 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Child Rearing; Comparative Analysis; *Day Care Centers; *Discipline; Early Childhood Education; *Parent Child Relationship; *Parent Role

ABSTRACT

This study describes discipline practices, attitudes, beliefs, and other characteristics that may differentiate parents of children in day care from those parents who care for their children at home. Adult-child ratio, staff continuity, and staff training were used as quality-of-care indices. A total of 89 families with target children between 18 to 36 months were sampled. It was found that 32 families used day care centers identified as high quality, 25 families used day care centers identified as low quality, and 32 families did not use day care services. In the course of being interviewed, parents provided information concerning the discipline techniques they used and their attitudes and beliefs about discipline. Findings indicated that the relationship between day care attendance and later outcomes may be more complex than originally felt. Parents' behavior at home differed according to whether or not their child attended day care. Since techniques appeared to differ by age of the child and parents responded most punitively to the behavior of 30-month-old boys, the age of the child's entry into day care and the sex of the child were assumed to be important factors. Finally, parents' knowledge of and experience with children were found to be related to their behavioral and emotional responses to their children's behavior. References, tables and figures are appended. (AS)

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A COMPARISON OF DISCIPLINE TECHNIQUES OF DAYCARE AND NONDAYCARE PARENTS

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Paper presented at the
Annual American Educational Research Association Meeting
New Orleans, April, 1984

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A Comparison of Discipline Techniques of Daycare and Nondaycare Parents

Much of the debate about the effects of daycare has centered on outcome characteristics of the children, especially their aggressive or uncooperative behavior when they reach school age, as compared to children who have not been in daycare (Finkelstein, 1982; Rubenstein, Howes, and Boyle, 1981). It is usually assumed that socialization and discipline practices within the daycare center produce these differences.

Other research has examined how parent attitudes and disciplinary practices affect child outcomes, especially the development of internalized controls and prosocial behavior (e.g., Baumrind, 1971; Becker, 1964; Hoffman, 1970; Lewis, 1981). However, less attention has been paid to the possible interactions between the parents' attitudes and behaviors at home and the child's attendance at daycare. Parents' discipline practices in the home and their attitudes and beliefs about discipline may be affected by or may have an effect on the child's experiences in daycare. The study described in this paper addressed discipline practices, attitudes, beliefs and other characteristics that may differentiate parents of daycare children from those parents who care for their children at home. This research was part of a larger study which also examined the child's experiences in daycare of varying quality, and the interactions of the parents and children both at home and in a laboratory setting.

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Sample

Eighty-nine families participated in this research. The target child in each family fell into one of four age groups: eighteen months, twenty-four months, thirty months, or thirty-six months. Families entered the study as the child entered the age group (plus or minus three weeks). Three types of families were sampled: 32 families using daycare centers identified as high quality; 25 families using daycare centers identified as low quality; and 32 families not using daycare centers. The families not using daycare were recruited through parent-child classes. In addition to not using daycare, these families also did not use full-time housekeepers, family daycare, or full-time babysitters.

Three quality-of-care indices were used: adult-child ratio, staff continuity, and staff training. High quality centers had adult-child ratios of 1 to 4 or less in the two-year-old and younger groups and 1 to 7 or less in the 30- and 36-month groups. Low quality centers had adult-child ratios of 1 to 5 or more in the two-year-old and younger groups and 1 to 8 or more in the 30-month or older groups. Care givers in high-quality centers had taken formal classes in child development. Care givers in low-quality centers had no formal training in child development. Children in the high-quality centers had one or two primary caregivers in a year's time, while children in the low-quality centers had at least three different primary caregivers over the course of a year.

All daycare centers serving children in the targeted age range in a designated geographic area were contacted and agreed to participate in the study. All centers were visited by at

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least two members of the research team. On the visit, the director was interviewed and the center was toured. Information on staff training was obtained from the director and was later supplemented by information collected from the teachers themselves. Initial information on adult-child ratio and teacher continuity was supplemented by recording this information during an observation of the children at the center. Frequent contact with the centers for the purposes of recruiting families and conducting observations continued for a year. The final identification of quality occurred at the end of this process. Half of the eight centers met the criteria for high quality.

The sample of families not using daycare was recruited from parent-child classes. The classes were held in a public school facility and were sponsored by the school district through adult education. All classes were led by the same teacher with various aides. The standard format for the classes was a joint activity for the mothers and children followed by a discussion group for the mothers. During the discussion time, the children played outside under the supervision of an aide. Following the discussion, the children ate lunch together. The mothers brought these lunches from home. Each class was held once a week and lasted approximate two-and-a-half to three hours. Some classes were held in the morning and some in the afternoon.

Each family in the centers or parent-child classes with a child in the targeted age range was contacted and asked to participate in the study. The three groups of families all lived

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in the same section of a large metropolitan area. Demographic characteristics of the families are presented in Table 1.

The sample for much of the data reported below was seventy-one families since nine parents from the high-quality group and nine parents from the home group did not complete the discipline methods checksheet. These 18 families did not differ significantly from the rest of the high quality and home sample on any of the demographic factors in Table 1 except for father's ethnic background. Proportionally, there were fewer Anglos and Hispanics and more Asians, Blacks, and mixed fathers in these 18 families than in the rest of the sample.

In the sample of 71 families, 40 of the target children were girls and 30 were boys. Twenty were 18-months old, 17 were 24-months old, 17 were 30-months old, and 17 were 36-months old. There were 23 families using high-quality care, 25 families using low-quality care, and 23 families whose children were cared for at home.

Procedure

An examination of the discipline techniques parents report using and their attitudes toward and beliefs about discipline was part of a larger study of families whose children entered full-time center daycare as infants and families whose children did not attend daycare. As part of a comprehensive interview, parents were asked to rate how frequently they used a number of discipline techniques. They were also asked to talk about incidents in which their child had done something they disliked, to describe how they handled the situation, and to rate their emotional reaction. Demographic characteristics and ratings of

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their satisfaction with their role as a home or working parent were also obtained. A Parent Knowledge score was compiled consisting of parents' course work in child care or child development, reading about and experience with children other than their own, and their caretaking experience within their family of origin. Parents using the three types of care arrangements did not differ significantly from each other in their Parent Knowledge scores.

The interviews were conducted by one of two trained graduate students. The interview lasted about an hour and a quarter and usually took place in the parents' homes. It was left to the parents to decide whether both or only one parent was to be present. In 65 cases (73%) only the mother was present. Four of the interviews were conducted with fathers only (4.5%) and in the remaining 20 families both parents were present (22.5%).

In the course of the interview the parents were asked to respond to a discipline checksheet that asked how often they used various methods of discipline when they had to discipline their children. The methods listed were Scolding, Slapping the child's hand, Reasoning or explaining, Sending the child to his or her Room, Spanking, Ignoring the behavior, or using Time Out (described as having the child sit in a chair or in the corner). Parents responded on a five-point scale from never to often. For the analysis, Slapping the child's hand and Spanking were combined and coded as one variable representing physical punishment according to whichever was higher.

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A number of composite variables were created to examine the discipline methods the parents reported using. A Frequent Discipline score was compiled by adding together the ratings for all the techniques listed. The parent's use of methods that are considered to be effective at limit-setting and likely to avoid further escalation was assessed by adding Reasoning, Sending to Room, and Time Out to arrive at a Corrective Discipline score. The Range of different discipline techniques used by the parent was also assessed by adding the number of techniques the parent indicated were used at least "sometimes."

During the interview, parents were also asked to talk about incidents in which their child had done something they disliked, to describe how they had handled the situation and to rate their emotional reaction to the situation. Emotional reactions were obtained on a 5-point Likert scale from "not at all angry" (for example) to "very angry." The emotions listed were Angry, Frustrated, Helpless, Happy, Proud, Sorry for the Child, and Guilty.

The interviews were tape-recorded and transcripts were made of the parents' descriptions of the incidents and how they handled the child's misbehavior. The parent's response to the child's behavior was rated by coders on a 5-point scale. If the parent took no action or comforted the child or described her own or the child's emotional reaction ("That made me angry" or "You must be very tired"), the parent's response was rated 1 (accepting, understanding, supportive). If the parent reasoned with the child and/or explained why the behavior was wrong, removed the child from the situation or distracted his or her

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attention, or helped the child to comply, the response was rated 2 (nonpunitive but active and directive). If the parent punished the child in some way but without using physical force, the response was rated 3 (nonphysical punishment). A rating of 4 was given for use of physical punishment and harsher nonphysical punishments such as overlong time outs or screaming or namecalling. Harsh physical punishments, such as using a belt or any implement other than the hand or hitting more than three times, were rated 5. In this sample, no response was rated more than 4.

Transcripts of the parents' descriptions of their children's behavior were coded not only for the harshness of the parent's response but also for a large number of other variables not reported here. Approximately ten percent of the transcripts were coded by two coders independently to check for reliability. Overall agreement was .87.

Results

Discipline Techniques

A three-way analysis of variance was conducted to determine the relationship between age of child (18-months, 24-months, 30-months, and 36-months), sex of child, and type of care (high-quality daycare, low-quality daycare, and home care by parent) and the various discipline techniques (see Table 2). Significant interactions were found between sex of child and type of care arrangement for Reasoning (F (2, 69) = 3.367, p = .04) and Sending to Room (F (2, 69) = 4.462, p = .02). Parents whose children were at home with them during the day reported using

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reasoning approximately equally with both girls and boys while both high and low-quality daycare parents report reasoning more frequently with their girls than with their boys (see Figure 1). From their parents' reports, it appears that boys in all three types of care arrangements are sent to their rooms equally frequently while the frequency with which girls are sent to their rooms differs by their care arrangement. Girls who are at home with their mothers during the day are sent to their rooms most frequently as a disciplinary measure, even more frequently than boys, while girls in daycare of either high or low quality are sent to their rooms less frequently than boys (see Figure 2).

A significant interaction was also found between the age and sex of the child and the parent's reported use of Reasoning as a discipline technique (F (3, 69) = 4.494, p = .007). Parents report reasoning the least with both male and female 18-month-olds and reasoning most frequently with male and female 24- and 36-month-olds and with female 30-month-olds. However, reported use of reasoning with the child drops dramatically with 30-month-old males (see Figure 3).

In the three-way analysis of variance, there was also a significant interaction between age and type of care arrangement and reported frequency of Ignoring the child's misbehavior (F (6, 69) = 2.365, p = .04). By 30 months of age, all three groups of parents (high-quality daycare, low-quality daycare, and home) report that they infrequently ignore behavior they dislike. However, parents whose 18-month-old children are at home with them report most frequently ignoring misbehavior while parents of 24-month-old children who are in high-quality daycare report

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frequent ignoring of misbehavior. Parents whose children are in low-quality care report Ignoring approximately equally at all four age groups and are less likely overall to report that they ignore misbehavior (see Figure 4).

No other interactions were found. The three-way analysis of variance revealed main effects for age, sex, and type of care arrangement. Parents of 30-month old children reported the highest frequency of Sending the child to his or her Room (F (3, 69) = 5.092, p = 0.004), while parents of 18-month-olds are least likely to report doing so. According to their parents' report, 18-month-olds are least likely to be put in Time Out and 36-month-olds are most likely to receive this form of discipline (F (3, 69) = 4.57, p = 0.007). Twenty-four and 30-month-olds receive the most Frequent Discipline while 18-month-olds receive the least (F (3, 69) = 4.956, p = .004). Eighteen-month-olds were least likely to receive Corrective Discipline techniques (F (3, 69) = 9.727, p = .000). Means and standard deviations are given in Table 3.

The analysis revealed two significant main effects for sex of child. Males were reported to receive more Frequent Discipline (F (1, 69) = 8.075, p = .007). When the ratings for all discipline techniques were summed, the mean for females was 17.65 and the mean for males was 19.13. Parents also used a wider Range of discipline techniques with males (mean = 11.03) than with females (10.58), F (1, 69) = 5.137, p = .03.

Where significant differences were found between parents who use the three types of care arrangements, it appeared that

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parents who use both types of daycare were similar to each other and were different from those who care for their children at home. Home parents reported more Frequent Discipline than either users of high-quality daycare centers or low-quality centers (F (2, 69) = 7.48, p = 0.001). Home parents also reported using a wider Range of discipline techniques (F (2, 69) = 6.328, p = 0.004). They also used significantly more Corrective Discipline than parents using center care (F (2, 69) = 4.618, p = .02). Means and standard deviations are presented in Table 4.

No significant main effects or interactions were found for Scolding or Slapping/Spanking.

In a one-way analysis of variance examining the relationship between the various discipline techniques and parent Role Satisfaction, rated on a five-point scale from not at all satisfied to very satisfied, no significant relationships were found. There were also no differences in Role Satisfaction on the basis of age or sex of child or type of care arrangement.

A Pearson product-moment correlational analysis was undertaken to determine the relationship between Parent Knowledge about and experience with children and their reported use of the various discipline techniques. Significant negative relationships were found between Parent Knowledge and reported use of Scolding (r = -.26, p = .01). In other words, the more parents reported they knew about children and the more experience they said they had with children other than their own, the less they reported using scolding as a method of dealing with their child's misbehavior. When parents' education was partialled out,

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the relationship between Parent Knowledge and Scolding remained significant (see Table 5).

The relationship between Parent Knowledge and the use of Time Out as a discipline technique was not significant when tested in a Pearson product-moment correlation, nor was it significant when the effect of mother's education was partialled out. A significant positive relation was found when father's education was entered into the partial correlation ($r = .22$, $p = 0.03$) and when a factor representing both parents' education was entered ($r = .21$, $p = .04$). In other words, when parents' education was controlled, the parents who reported more knowledge of and experience with children were more likely to report that they used Time Out as a discipline technique. No significant correlations were found between Parent Knowledge and reported use of Slapping/Spanking, Reasoning, Sending to Room, or Ignoring (see Table 5).

Parents' Behavioral and Emotional Response

The following analyses are reported only for the high-quality daycare and home care samples because for technical reasons this portion of the interview from the low-quality daycare sample is not yet in a form in which it can be analysed. There were 63 families in the high-quality ($n = 31$) and home ($n = 32$) samples. These two samples included 35 girls and 28 boys.

A three-way analysis of variance was conducted to determine the relationship between the child's age and sex and the type of care arrangement (high-quality daycare or home) and the parents' behavioral and emotional reaction to an incident in which the

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child misbehaved. No interactions were found. There were main effects for age, sex, and care arrangement.

Parents of 30-month-old children were rated as using the harshest response to their child's misbehavior (F (3,62) = 5.633, p = .002). Parents of 30-month-old children also rated themselves as feeling the most Sorry for the Child (F (3, 62) = 2.684, p = .05) and the most Guilty (F (3, 62) = 3.088, p = .04) (see Table 6).

Boys were rated as receiving a harsher response to their misbehavior than girls (F (1, 62) = 3.956, p = .05). The mean of the rated response to boys was 1.29 and the mean response to girls was 1.32. Parents of boys reported themselves as feeling more Helpless following misbehavior than did parents of girls (F (1, 62) = 5.751, p = 0.02). The mean Helpless rating for parents of boys was 2.96 and for parents of girls the mean was 2.31.

Parents who care for their children at home rated themselves as feeling significantly more Helpless following misbehavior (mean = 3.03) than did parents whose children were in high-quality daycare (mean = 2.33), F (1, 62) = 4.754, p = .03.

There were no main effects of age, sex, or care arrangement for the emotional responses Angry, Frustrated, Happy, or Proud.

The relationship between parent role satisfaction and parents' behavioral and emotional responses to misbehavior was examined in a oneway analysis of variance. Parents who described themselves as less satisfied with their current role as a working or at home parent were more likely to report feeling guilty after their child had misbehaved (F (3, 55) = 4.48, p = .007). The mean guilt score for the 23 parents who rated themselves very

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satisfied (1 on a five-point scale from very satisfied to very dissatisfied) was 1.43. Those who rated themselves 2 on satisfaction (n = 27) had a mean guilt score of 1.74. Six parents rated themselves 3 on satisfaction and averaged 2.5 on guilt after misbehavior, and the three parents rating themselves 4 averaged 3.32 on guilt. No parents rated themselves 5 or very dissatisfied. There were no significant relationships between parent role satisfaction and any of the other responses to the child's misbehavior.

The relationship between parents' knowledge and experience with children and their behavioral and emotional responses to incidents in which their child misbehaved was examined in a correlational analysis. The harshness of the parents' behavioral response was found to be significantly negatively correlated with their Parent Knowledge score. The greater the parents' knowledge of child development and child care and their experience with children other than their own, the less likely they were to respond harshly to child misbehavior ($r = -.28$, $p = .01$). The relationship remained significant when mothers' and fathers' education were entered separately into the partial correlation ($r = -.24$, $p = .03$) and also when both were entered together ($r = -.24$, $p = .04$). There were no significant correlations between any of the emotional responses to incidents in which the child behaved in a way the parent disliked and the Parent Knowledge score.

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Discussion

The results of the research reported here appear to confirm the commonly held assumptions that boys are more difficult for parents to deal with than girls. Parents report using more discipline techniques (Range) and using discipline more frequently (Frequent Discipline) with boys. Parents of boys also describe themselves as feeling more helpless in response to misbehavior than do parents of girls. It may be that boys misbehave more frequently or that parents perceive boys' misbehavior as more threatening than girls'. In either case, the parents in this study do appear to have more difficulty with boys than with girls. That this may be a more general phenomenon is supported by Gelles' (1980) finding that boys are more likely to be the victims of parental violence than girls.

Parents report that 24- and 30-month-old children are disciplined more frequently than either 18-month-olds or three-year-olds. When parents described how they handled disliked behavior, 30-month-old children were rated as receiving the harshest response. These findings may well represent parents' reactions to the "terrible twos" stage and its accompanying negativism and may reflect increasing impatience with 2-year-old behavior as the children begin to approach three. That this age is not easy for parents is indicated by the finding that parents of 30-month-old children rated themselves as feeling more sorry for the child and more guilty than parents of other age groups.

It seems obvious that parents who are home with their children all day would encounter more opportunities to discipline their children than those who are only with their children

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before and after work and on the weekends. Home parents did indeed report disciplining more frequently and also reported using a wider range of discipline techniques than parents whose children were either in high- or low-quality daycare. Home parents reported themselves as feeling more helpless to deal with behavior they disliked than parents whose children are in high-quality daycare. This may reflect the fact that they are with their children more and therefore have to deal with more misbehavior. However, in spite of these feelings, home parents tended to use more of the techniques that were assumed to be useful in setting limits and bringing about compliance without force and without allowing for further escalation of the situation. It is possible that this result is related to the fact that these parents were recruited from parent-child classes and presumably had been exposed to information about effective discipline techniques in their discussions.

Parents of boys in all three types of care arrangements reported equal frequency in sending the child to his room as a disciplinary technique. However, parents of girls using both high- and low-quality daycare were less likely to send the child to her room than parents of boys while home parents of girls were more likely to use sending to room for discipline than were home parents of boys (see Figure 2). This may again be an effect of more time with the child in that parents who are at home with their girls will encounter more occasions for discipline than those parents whose girls are in daycare. It is of interest that the discipline technique that increases for

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girls at home is one that removes the child from the situation but that also depends on the child's ability to respond appropriately. It may be that home parents use this technique more with girls than boys because they feel that they can depend on girls to obey, to go quietly and to stay in their rooms without a fuss.

Parents whose children were in high-quality daycare centers did not differ from parents whose children were in low-quality centers in the kind of discipline techniques they reported using, with the exception of ignoring misbehavior as will be discussed below. This is especially noteworthy since these parents behaved differently with their children both in the home observation and the laboratory portions of this study (see Lee et al., 1984; and Olenick et al., 1984 for further details).

The "terrible twos" and the difficulty posed by boys are also borne out by the significant interactions found in this study. Parents' reported use of reasoning with the child dropped markedly for 30-month-old boys even though parents of boys and girls were very similar at the other three ages (see Figure 3). Since boys and 30-month-olds are disciplined most frequently, it appears that other techniques are used with these children, perhaps because their parents have decided that reasoning will not be effective and more forceful measures will have to be taken. As a result, however, it appears that 30-month-old boys are exposed to fewer explanations about their misbehavior and the consequences of their actions. This may have implications for later development of internalized control and prosocial orientation (see, for example, Hoffman, 1970; Lewis, 1981) and

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may be related to findings that boys are less socialized and more aggressive than girls in the early school years (e.g., Block, 1983).

Parents of boys attending daycare, both of high- and low-quality, also reported using reasoning less frequently than parents who care for their boys at home (see Figure 1). This finding may be accounted for by home parents' use of more discipline techniques overall, or it may result from the fact that the parents in this home sample have been exposed to parent education that may stress the use of reasoning and explanations. It should be noted, however, that the mean frequency of reasoning overall for home and daycare parents was very high with the lowest scoring parents (parents whose boys are in low-quality daycare) reporting a mean frequency of 4.2 on a scale ranging from one to five.

The type of care arrangement used by the parents interacted significantly with their reported frequency of ignoring child behavior that they disliked (see Figure 4). Parents whose children were in low-quality daycare were least likely to report ignoring behavior and their rate of ignoring was approximately equal across the four age groups. Home parents were most likely to ignore misbehavior of 18-month-olds while parents using high-quality daycare were most likely to ignore behavior of 24-month-olds. The rate of ignoring was approximately equal for 30- and 36-month-olds in all three types of care arrangements. It is possible that parents using low-quality care are more unsure of their parenting and therefore more likely to report that they

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handle misbehavior when it occurs. However, if they are indeed likely to deal with misbehavior more often than the other two groups of parents, then it is possible that there is more occasion for confrontation and conflict in these homes.

It may also be that the explanation for this finding lies in the type of information about discipline techniques that the parents receive. The home parents in this sample all attended parent education classes. The parents using high-quality daycare were exposed to daycare teachers who had coursework in child care and child development. It may be that both these groups of parents were being exposed to "psychological" techniques such as providing positive reinforcement for acceptable behavior and ignoring behavior that was not acceptable. In other words, they may have been given the message that ignoring misbehavior is all right, especially for younger children. Parents using low-quality care may not receive help from teachers or may receive inappropriate advice from teachers who lack training in child development. Thus, both parents and teachers may interpret ignoring misbehavior as a failure on their part.

Two other characteristics of parents were considered in relation to their discipline techniques, parent knowledge and parent satisfaction with their current role. Parents with less knowledge of and experience with children were likely to report more frequent scolding and to be rated as responding more harshly to behavior they disliked than were parents with higher parent knowledge scores. Since previous research in child abuse has found that abusive parents lack information about normal child development (see for example, Spinetta and Rigler, 1972;

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Belsky, 1980), this may be one more piece of evidence that providing both parent education and opportunities to interact with children to people before they become parents may contribute to the protection and welfare of children.

This study provides some evidence that knowledge about and experience with children does affect how parents discipline, independent of their general educational background. When parents' education was controlled, parents with higher parent knowledge scores were more likely to use time out to discipline their children's misbehavior. Time out is usually considered to be an effective limit-setting technique but one that takes some effort on the parent's part to use successfully. The technique has the additional advantage of giving both parent and child time to get themselves reorganized before interacting further, so that its use may prevent the loss of control that can lead to abuse.

The literature has been fairly consistent in the finding that it is not mother's employment per se that affects child outcomes but rather mother's satisfaction with her job or her role as a worker (see, for example, Farel, 1980; Hock, 1980; and Hoffman, 1961). In the study reported here, parents who reported themselves to be less satisfied with their current role were more likely to express guilt over their child's misbehavior and their own reaction to it than those parents who rated themselves more satisfied. We can assume that parents who feel guilt about the way they handle a discipline episode may undermine their attempts to control their child's behavior by sending inconsistent messages to the child about their expectations.

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The findings reported here indicate that the relationship between daycare attendance and later outcomes may be more complex than originally felt. Firts, parents' behavior at home may differ according to whether or not their child attends daycare. Second, the age of a child's entry into daycare may be an important factor, since parent techniques appear to differ by age. Third, the sex of the child may also be an important factor in relation to daycare attendance. If parents respond most punitively to the behavior of 30-month-old boys, daycare attendance may be desirable for these children as a preventative measure, especially in high-risk situations. Finally, since parent factors like knowledge of and experience with children are related to parents' behavioral and emotional response to children's behavior, public policy should call for more availability of parent education, more contact between the generations, and more support for people who are fulfilling the dual roles of wage earners and parents.

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Table 1

Comparison of Demographic Characteristics of Families

Characteristic	Family Groups: High Quality center	Low Quality center	No center	Test of comparison
Age of child[a]				ns
18 months	8	8	8	
24 months	8	6	8	
30 months	8	6	8	
36 months	8	5	8	
Sex of child[a]				ns
girl	17	7	18	
boy	14	18	14	
Sibling status of child[a]				ns
only	22	20	14	
oldest	1	2	7	
youngest	9	2	11	
Family structure[a]				ns
intact	27	20	31	
single parent	4	5	1	
Occupation[b]				
mother	2.8	2.3	5.0	.01
father	1.5	1.8	2.2	ns

table continues

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Characteristic	Family Groups: High Quality center	Low Quality center	No center	Test of comparison
Years of education[c]				
mother	16.8	15.7	16.8	ns
father	16.0	14.6	15.3	ns
Ethnic background[a]				
mother				ns
Anglo	26	21	26	
Hispanic	3	2	2	
Asian	0	0	2	
Black	3	1	1	
father				ns
Anglo	18	18	26	
Hispanic	7	2	2	
Asian	1	2	3	
Black	6	3	0	
Age[c]				
mother	33.2	29.4	32.8	ns
father	35.2	33.4	36.1	ns

[a] number in each category is tabled; test of comparison is χ^2.

[b] median ranking of Hollingshead scale is tabled; test of comparison is Kruskal-Wallis one-way ANOVA.

[c] Average number is tabled;test of comparison is analysis of variance.

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TABLE 2

DISCIPLINE TECHNIQUES BY AGE, SEX, AND CARE ARRANGEMENT

TECHNIQUE	18-month				24-month			
	Female		Male		Female		Male	
	x	S.D.	x	S.D.	x	S.D.	x	S.D.
Scold								
High Quality	3.33	1.51	4.00	1.41			4.33	1.15
Home			4.33	1.15	3.40	0.89	5.00	0.00
Low Quality	4.00	1.15	3.60	0.89	3.00	0.00	3.25	1.26
Slap/Spank								
High Quality	2.00	0.89	2.50	0.71			2.33	1.15
Home			2.33	0.58	2.80	0.45	2.00	1.41
Low Quality	2.75	0.50	2.40	0.89	2.00	0.00	3.25	0.96
Reason								
High Quality	4.00	1.10	4.00	1.41			5.00	0.00
Home			5.00	0.00	5.00	0.00	5.00	0.00
Low Quality	3.75	1.50	3.80	1.10	5.00	0.00	4.50	0.58
Send Room								
High Quality	1.00	0.00	2.00	1.41			2.67	1.53
Home			2.33	1.15	3.00	1.41	2.75	0.00
Low Quality	1.00	0.00	1.40	0.55	1.00	0.00	3.00	1.83
Ignore								
High Quality	2.50	0.84	3.00	0.00			4.33	1.15
Home			4.33	1.15	3.40	0.89	2.00	1.41
Low Quality	2.00	0.82	2.80	0.84	2.50	2.12	2.25	0.96
Time Out								
High Quality	1.61	0.95	1.00	0.00			4.33	1.15
Home			2.67	0.58	2.60	0.89	3.00	0.00
Low Quality	2.25	1.50	1.60	0.89	1.00	0.00	3.50	1.91
Frequent Discipline								
High Quality	14.44	1.85	16.50	2.12			23.00	2.65
Home			21.00	2.00	20.20	1.10	19.75	0.00
Low Quality	15.75	3.10	15.60	1.95	14.50	2.12	19.75	4.57
Range								
High Quality	9.67	1.03	10.50	0.71			11.33	0.58
Home			11.67	0.58	11.60	0.55	11.00	0.00
Low Quality	10.25	0.50	10.60	0.55	9.50	0.71	11.25	0.50
Corrective Discipline								
High Quality	6.61	1.40	7.00	0.00			12.00	2.65
Home			10.00	1.00	10.60	0.89	10.75	0.00
Low Quality	7.00	2.45	6.80	1.64	7.00	0.00	11.00	3.65
High Quality	6		2		0		3	
Home n =	0		3		5		2	
Low Quality	4		5		2		4	

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TABLE 2, continued

TECHNIQUE	30-month Female x	30-month Female S.D.	30-month Male x	30-month Male S.D.	36-month Female x	36-month Female S.D.	36-month Male x	36-month Male S.D.
Scold								
High Quality	3.66	1.31	5.00	0.00	2.25	0.96	4.00	1.41
Home	3.75	0.96	4.00	1.41	3.40	0.89	3.00	0.00
Low Quality	3.67	2.31	3.00	2.83	4.00	1.41	2.50	0.71
Slap/Spank								
High Quality	3.02	1.21	3.00	0.00	1.75	0.50	3.00	2.83
Home	3.50	1.00	3.00	0.00	2.60	0.89	3.00	0.00
Low Quality	2.67	0.58	3.50	2.12	2.00	1.41	2.50	0.71
Reason								
High Quality	4.98	0.07	1.00	0.00	5.00	0.00	5.00	0.00
Home	5.00	0.00	5.00	0.00	4.60	0.89	5.00	0.00
Low Quality	5.00	0.00	3.50	2.12	5.00	0.00	5.00	0.00
Send Room								
High Quality	2.95	2.00	3.00	0.00	2.00	1.15	3.00	2.83
Home	4.50	1.00	1.88	1.24	3.00	1.41	3.00	0.00
Low Quality	1.67	1.15	4.00	1.41	2.00	1.41	3.50	2.12
Ignore								
High Quality	1.96	0.95	3.00	0.00	1.75	0.96	2.00	1.41
Home	2.50	1.00	2.90	0.15	2.40	0.89	1.00	0.00
Low Quality	2.67	0.58	2.00	1.41	2.00	1.41	3.00	0.00
Time Out								
High Quality	1.73	0.71	1.00	0.00	2.00	1.15	2.50	0.71
Home	2.50	1.91	3.00	0.00	3.40	1.67	5.00	0.00
Low Quality	1.67	1.15	3.50	0.71	5.00	0.00	3.00	2.83
Frequent Discipline								
High Quality	18.28	2.69	16.00	0.00	14.75	2.50	19.50	0.71
Home	21.75	4.19	19.77	0.33	19.40	1.95	20.00	0.00
Low Quality	17.33	1.15	19.50	3.54	20.00	2.83	19.50	0.71
Range								
High Quality	10.80	1.30	10.00	0.00	10.00	1.63	10.50	0.71
Home	11.25	0.96	11.50	0.71	11.20	0.84	11.00	0.00
Low Quality	10.33	0.58	11.00	1.41	10.50	0.71	11.50	0.71
Corrective Discipline								
High Quality	9.65	2.09	5.00	0.00	9.00	1.63	10.50	3.54
Home	12.00	2.00	9.88	1.24	11.00	2.83	13.00	0.00
Low Quality	8.33	1.15	11.00	1.41	12.00	1.41	11.50	0.71
High Quality	5		1		4		2	
Home n =	4		2		5		2	
Low Quality	3		2		2		2	

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TABLE 3

DISCIPLINE TECHNIQUES BY AGE

TECHNIQUES	18-month Mean	18-month S.D.	24-month Mean	24-month S.D.	30-month Mean	30-month S.D.	36-month Mean	36-month S.D.
Send Room	1.40	0.75	2.56	1.41	3.09	1.66	2.71	1.40
Time Out	1.83	1.02	2.88	1.50	2.21	1.24	3.29	1.65
Frequent Discipline	16.18	2.94	19.44	3.69	19.11	3.05	18.47	2.70
	n = 20		n = 17		n = 17		n = 17	

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TABLE 4

DISCIPLINE TECHNIQUES BY CARE ARRANGEMENT

TECHNIQUES	High Quality Mean	S.D.	Home Mean	S.D.	Low Quality Mean	S.D.
Frequent Discipline	17.13	3.52	20.31	2.09	17.28	3.23
Range	10.35	1.15	11.35	0.65	10.60	0.76
Corrective Discipline	8.69	2.62	11.01	1.77	8.84	2.76
	n = 23		n = 23		n = 25	

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TABLE 5

CORRELATIONS BETWEEN PARENT KNOWLEDGE AND DISCIPLINE TECHNIQUES

	Pearson Correlation	Partial Correlation (mother's education)	Partial Correlation (father's education)	Partial Correlation (both parents' education)
Scold	-0.26**	-0.27**	-0.22*	-0.20*
Slap/Spank	-0.03	-0.05	0.02	0.02
Reason	0.05	0.05	0.02	0.01
Send Room	-0.04	-0.01	-0.04	0.01
Ignore	-0.04	-0.03	-0.01	0.01
Time Out	0.18	0.17	0.22*	0.21*
Frequent Discipline	-0.04	-0.04	0.01	0.04
Range	-0.08	-0.08	-0.03	0.01
Corrective Discipline	0.09	0.10	0.10	0.13

*significant at .05 level
**significant at .01 level

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TABLE 6

PARENTS' BEHAVIORAL AND EMOTIONAL RESPONSES BY AGE

TECHNIQUES	18-month Mean	18-month S.D.	24-month Mean	24-month S.D.	30-month Mean	30-month S.D.	36-month Mean	36-month S.D.
Behavioral Response	1.96	0.78	1.98	0.58	2.87	0.83	2.56	1.03
Sorry for Child	1.86	1.12	2.00	1.21	2.93	1.44	1.81	0.98
Guilty	1.62	1.09	2.06	1.24	2.47	1.41	1.31	0.70
	n = 16		n = 16		n = 15		n = 16	

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FIGURE 1.

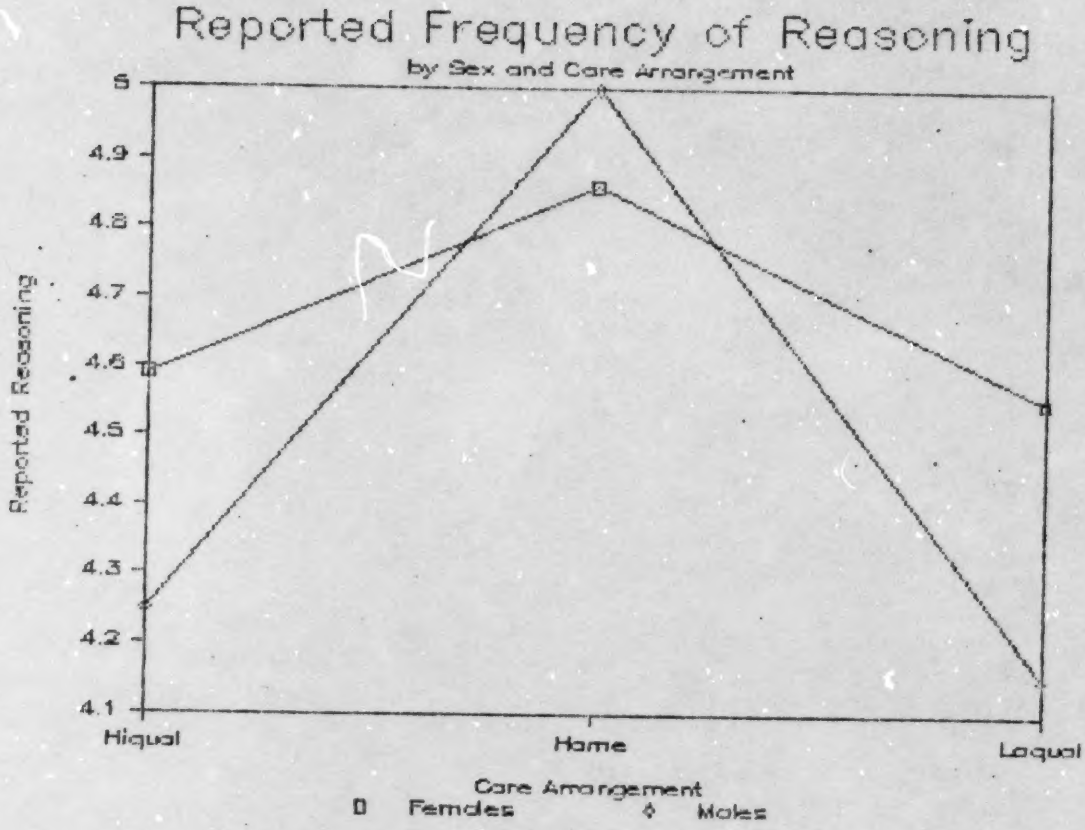

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FIGURE 2.

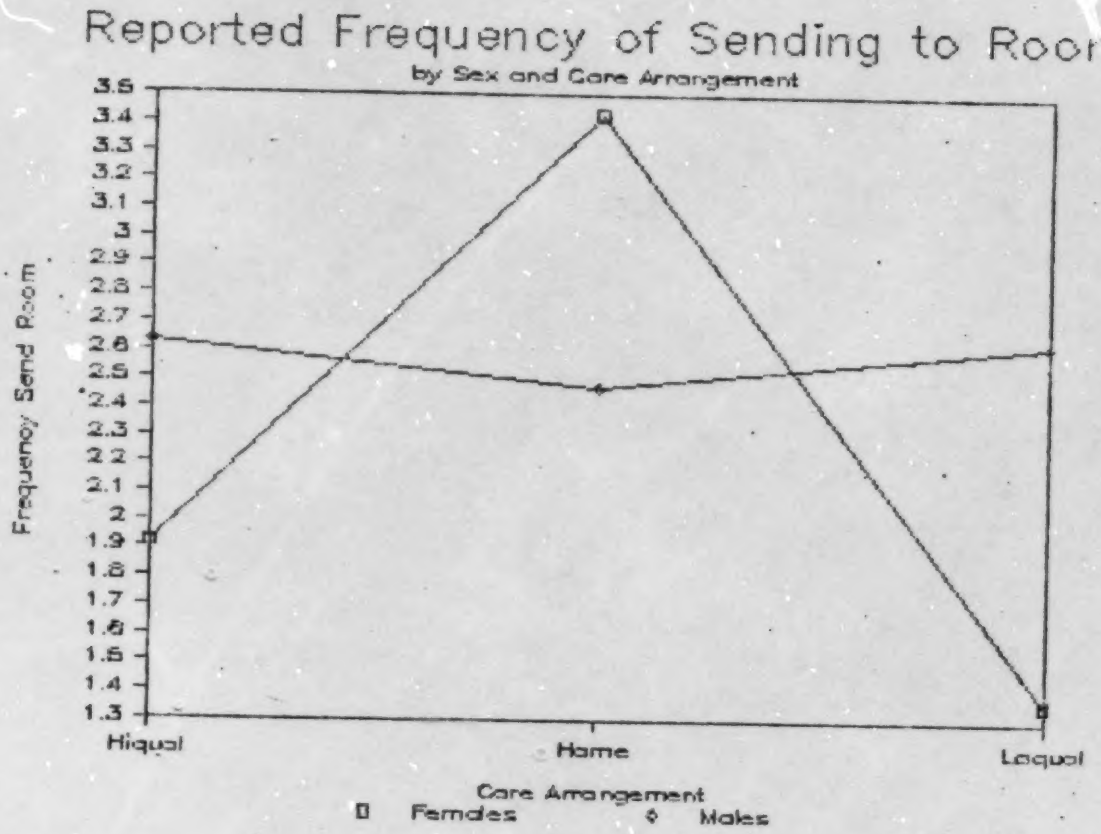

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FIGURE 3

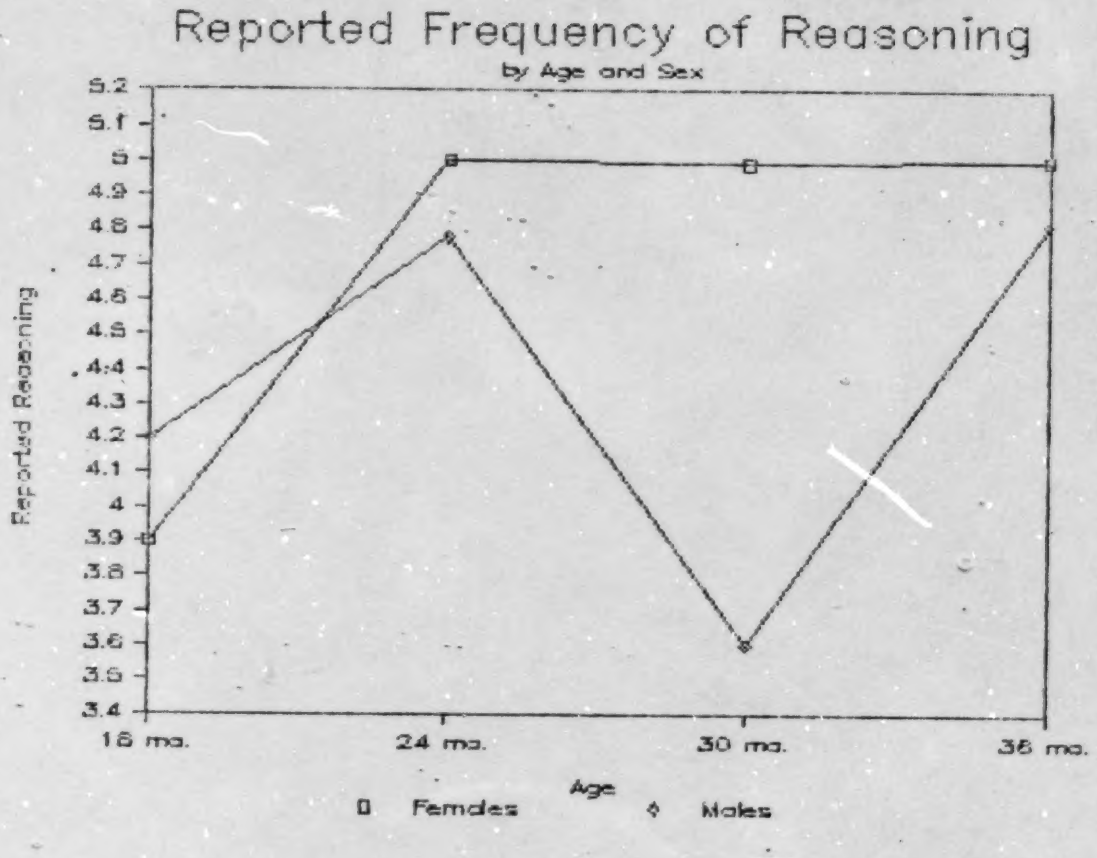

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FIGURE 4